

Utilization of Social Media Vlog to Enhance Creativity Students in Project Based Learning

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Abstract—Indonesia's 2030 Sustainable Development Goals (SDG's) in the education sphere are to ensure inclusive and equitable quality of education and to enhance lifelong learning opportunities for all. The indicator of the realization of the goal is by improving the quality of education and equity of education. On the other hand, in 2018, YouTube social media occupies the most used social media in Indonesia. The most widely used vlog feature in YouTube social media is on the rise and becoming a trend, but it tends to be content with the theme of negative things especially in adolescence that should be a productive age as a learner. Utilization of social media especially (vlog) to increase creativity and multiple understanding of science representation of learners in project-based learning become one of solution as well as innovation to achieve goal of SDG's Indonesia 2030 which examined by using descriptive-correlational method and qualitative analysis technique. So it is found that the ideas mentioned above have a positive contribution, especially for the enhancement of creativity and multiple understanding of students' science representation, generally for the achievement of destination of SDG's Indonesia 2030.

Keywords—SDG's Indonesia, Creativity, Vlog, Project-based learning.

I. INTRODUCTION

Social media is a media online that allows the users to participate, share and create contents include blogs, social networks, wikis, forums, and virtual world [1]. Fun nature of social media is attracting a lot of people to share ideas, photos, videos, feelings and thoughts someone to pour into social media [2].

On the other side of social media in education, being a relatively new concept and into the limelight. Social media can be a forum for communication between the teachers with their students, either for the division of tasks, discussions of and tasks, as well as for the question and answer process [2]. Therefore, social media can be used as a medium of learning, because it can be used for publishing and sharing content.

In learning resources/references it's not just come from a textbook, but is also obtained from the interaction and communication. Until a few decades ago the last aspect of learning is limited to the physical space of the classroom. But now, social media has expanded the dimensions of the space available for the social component of learning [2].

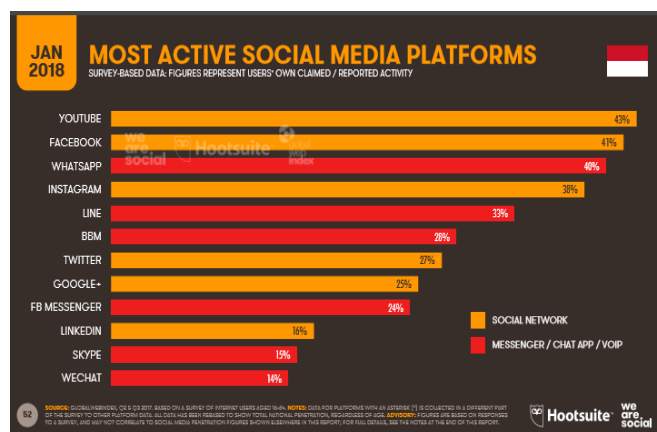


Fig. 1. Most Active Social Media Platforms in Indonesia 2018

The booming phenomenon in social media among teens Indonesia is making vlog [1]. Vlog (video blogging) is a video contains your opinions, stories or daily activities that are usually made in writing on the blog [3]. While Saputra, Lester, & Sholikhah (2017) states that the vlog is a form of blogging that you shared through social media YouTube by using the medium of video over the use of text or audio as the main media sources [1]. The booming of vlog, in line with a survey conducted We Are Social and Hootsuite in January 2018 that YouTube is the most active social media community use Indonesia 43% [4].

More than 500 channel in Youtube manifold, vlog increasingly widespread vlogger in Indonesia also makes the competition to reach the higher the spectacle as much as

possible so that the *vlogger* performs a variety of ways to make their videos more interesting [3]. *Vlog* such as syringes that influence the audience in terms of cognitive, affective and *behavioral*. But an emerging trend today is the use of abusive or hateful speech in *vlog cases* the *vloggers* expressing themselves too freely, the association westernized style or style hedonism adolescents [1]. This is contrary to what is expected in the three aspects. Therefore, a lot of research that seeks to restore the function *vlog* on social media *YouTube* to be used wisely and give benefit [1] [3] [5] [6].

Literally media that is derived from the Latin *medius* and meaning 'middle', 'intermediary' or 'introductory'. In learning media interpreted as graphics tools, photographic, or economical to capture, process, and reconstruct the visual or verbal information [7]. In science particularly instructional media used to build visualization at the molecular level of a material in the form of words, pictures, or animation [8].

In addition to the motivation and interests of learners, learning media can help learners improve understanding, the present data, simplify data interpretation and condense information [7]. The main function of a medium of learning itself according Arsyad (2014) is as a teaching aid that also affect climate, conditions and learning environment styled and created by teachers.

Vlog can be categorized as rich media if it contains a combination of graphics, text, sound, video and animation. The information in multimedia will be easy to understand as much as possible the senses, especially ears and eyes are used weeks to absorb the information [7].

In a special study of the students understanding of math and science (*Program for International Students Assessment*) Indonesia is ranked 9 last in 2015. The rating was increased compared to the results of previous research in 2012 where Indonesia was ranked second last of 72 countries. This shows the lack of ability and understanding of learners in Indonesia related to mathematics and science (Kemendikbud, 2016).

According to Waldrup (in Rizal, 2014) one of the major constraints faced by learners in learning science is the difficulty in making multiple representations, namely the ability to present the same concept in a different format, including verbal, graphic and fashion figures (Rizal, 2014). Whereas the functions of multiple representation itself as an instrument for supporting the occurrence of meaningful and in-depth study. So as to make the concepts become more understandable and fun (*intelligible, plausible and fruitful*) and increase the motivation of learners to study science [10]. Therefore, much research strategy, media, models and so on by using multiple representations in learning [11] [9] [12] [13] [14] [15], and others.

Pradita, et al (in Saepudin and Fadilah, 2017) states that learning-based chemicals project contributes to meaningful learning, and able to rise ability for practicing and the ability to master the concept, actively involved in learning, and being

able to solve a problem through for resolution of the project [16].

In the world of education was found trouble learners to represent his birthday, and on the other hand in social media the widespread use of *vlog* increasingly tends toward the negative, namely express themselves too freely, the hedonism of youth, style westernized, even to cursing and speech rude delivered through *vlog*. Therefore, in this paper the authors offer idea utilization of social media *vlog* to enhance the creativity of learners in project-based learning.

II. METHOD

A. Data Collection Techniques

The author uses descriptive-correlational method, by conducting a literature review to find linkages *vlog* use of social media in learning science project based on the ability of multiple representations and creativity of learners.

B. Data Processing Techniques

Data processing techniques used in this research is qualitative analysis techniques, namely by collecting data, draw conclusions and to explain the hierarchy that is formed from a literature review has been done.

III. RESULTS AND DISCUSSION

Vlog regular shown in video form which contains about daily activities, opinions about something, and the outpouring of the heart so that there is a paradigm that *vlog* cannot be categorized the content that is to give education [3]. Though initially informed in the content, *vlog* is usually interesting, funny, silly, unique, educational and become a means to express themselves and to the public opinion [1]. Therefore, a challenge to create and publish a *vlog* that is instructive, more specifically to enhance the learning process.

The results showed that with the use of audio-visual media in the learning of science, can improve the understanding of concepts, learning outcomes and the ability of multiple representations of learners [10] [17]. In addition, also found research that implement project-based learning with the aim of improving the creativity of learners [18]

From the results of these studies indicate that the use of social media *vlog* to enhance the creativity of learners in project-based learning has a contribution or a positive role towards improved understanding multiple representations and creativity of learners.

A. Social Media Vlog Usage in Project Based Learning

As we know that the project-based learning model is commonly done in groups. In its development using social media *vlog* was still done in groups. It aims to train cooperation and streamline time and expense process. The use of social media *vlog* in project-based learning is divided into several stages, including:

1) *Determination of Material*. Determination of material is an important step, because it is related to ongoing learning

materials. Determination of material is done by the teacher as a facilitator with reference to the syllabus. The determination of this material tailored to the needs. Can be uniform or varied across the group.

2) *Determination Form of Project*. Form of project is determined by students according their ideas and creativity. Teachers only informs forms a workable project as a stimulus and motivation. For example, the form of tutorials, slides, experiments, or short films.

Teachers should provide rules in making the project, namely the rules of time and content and quality for maximum results. Video created time should not be too long so that it selectively and interesting. A maximum of 5 minutes per video. Although time is quite short, the essence of the project must be delivered properly. Because this is what became one of the points assessment.

Content is something that must exist in the project because this is the essence of learning. Content material contained in the video must be in accordance with the material that has been determined at an early stage. Content should be attractively packaged and delivered in good as well as effective.

Instrument support, good songs, images or videos must be original. If you use other people's property, then it must pay attention to the procedure. This is to maintain the security and feasibility when it successfully published on YouTube.

3) *Determination Timeline*. Once the form specified project is done, the next step is to determine the timeline of the project. This serves to regulate the activities to be undertaken in order to systematically controlled so finished on time. Determining the timeline is generally determined by the teacher, while specifically designated by learners. Timeline generally be determined including shooting, editing, verification (consultation), and publications. Timeline was created according to mutual agreement between the teachers as facilitators and learners as the project designer.

4) *Processing Project*. This stage is the process of project design. At this stage, the students are required to cooperate with a group of their friends so that all active and implementing learning well.

5) *Consultation Project with Teacher*. Once learners have finished the project, the resulting product in the form of videos submitted to the teacher to be verified. The goal is to filter possibility misconceptions occur. So that when the finished publication is no error theory.

6) *Sharing or Publish Project in Social Media*. The last phase of this study is to publish the results of the work of learners into social media vlog. Channel that is used in the form of channel, a special for example channel class. This publication process performed by each group at a predetermined time. The purpose of this publication in addition to fulfilling the task, its function is to provide insights to other people in need. So that the work of learners can be useful, both for the individual and social.

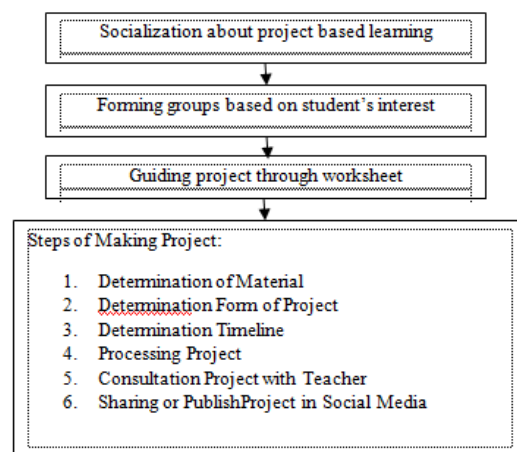


Fig. 2. The plot of Processing Project

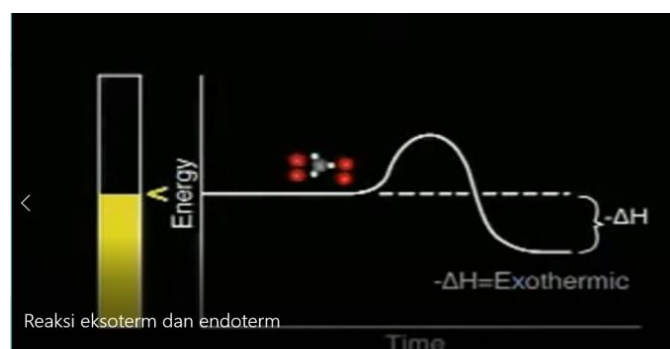


Fig. 3. Example of Project

B. The role of Usage Social Media Vlog in Project Based Learning on Achievement of SDG's Indonesia 2030

In the formulation of Interest Sustainable Development or Sustainable Development Goals Indonesia 2030 (SDG's Indonesia in 2030) stated that the objectives in the area of education is to ensure the quality of education that is inclusive and equitable and to improve learning opportunities throughout life for all.

Realm of education is important in view of human nature is dynamic and continues to develop. The development covers all aspects of life which will need to be supported and facilitated. Education as supporting human life has a major contribution for the realization of a prosperous society.

Indonesia continues to strive to improve the quality of education. The basic thing that can be applied to realize the goal of sustainable development is integrated with education so that students in particular do not just look at a theoretical science, but can improve their understanding that can be developed into a product or solutions and the ease of life in the future.

Utilization of social media Vlog to enhance the creativity of learners in project based learning is certainly very supportive in efforts to achieve sustainable development goals, because with

the ability of multiple representation, learners have the power of reason to keep on developing science.

Besides social media *vlog* packed in project-based learning is an innovation to develop a learning process *student-centered* so that learners are actively involved in learning activities, a forum to develop the creativity of learners through the efforts of project creation in the form of audio-visual media relevant.

Social media *Vlog* that can be accessed anytime and anywhere through internet access can contribute to educational equity. With this, the students are spread all over Indonesia can learn together in a fun way to improve their understanding of science.

IV.CONCLUSION

Social media *vlog* packed in project-based learning can be an alternative to an innovative learning model, and is able to increase the creativity of learners. The media is also to contribute to the achievement of Indonesia's development goals by 2030, through the three domains of representation presented in video form so that it can improve students understanding of the science that simultaneously improve the quality of education in Indonesia. Social media *Vlog* can also assist in the distribution of education because it can be accessed anywhere and anytime, it helps learners throughout Indonesia to continue to learn and develop knowledge and understanding, especially in science.

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